

ER 61-7684/a

2 OCT 1961

✓  
Senator Ralph E. Flanders ✓

STAT  
[Redacted]  
Dear Ralph:

Thank you for your letter of 20 September telling me about your plans for Lyndon College. I am impressed by the vigor with which you are setting out to achieve your admirable objectives.

Unfortunately, I cannot commit myself to join you on 14 October. As you are aware, these are unusual times not only in the world and in Washington in general, but also in the affairs of this Agency. At this time I need to stay close to the business at hand.

Best regards.

Sincerely,

Allen W. Dulles  
Director

STAT  
O/DDCI/[Redacted]:bd (28 Sept 61)

Retyped: O/DDCI/bd (29 Sept 61) to change "Senator Flanders" to "Ralph"  
Orig & 1 - Addressee

1 - DCI

1 - DDCI [Redacted]

1 - Leg. Counsel

1 - Col. Grogan

1 - ER

via IG

Col. Grogan concurred on  
buck slip

STAT  
(EXECUTIVE REGISTRY FILE)

ER 61-7684

RALPH E. FLANDERS



September 20, 1961

STAT

The Honorable  
Allen W. Dulles



STAT

Dear Allen:

You will remember that on August 21 I wrote you with relation to our new project for turning a state institution, Lyndon Teachers College, into private hands as Lyndon College of Liberal Arts. Besides the unusual feature of a shift from State Government to private hands, the school has a definite mission to perform. That is described in the enclosed General Statement on the project. We have enlisted a strong support for this undertaking.

Besides the support of important men in business and education from the State of Vermont, full interest and support is coming from Stanley Osborne, President of Olin Mathieson; Robert C. Hill, ex-Ambassador to Mexico; and Dr. Ernest M. Hopkins, President Emeritus of Dartmouth College.

The situation into which we are entering in our necessarily limited way is well described by Dr. Huston Smith's article "The Revolution in Western Thought" on page 28 of the Saturday Evening Post for August 26.

We are concerned with great matters. We will be meeting to discuss the next steps at the Burklyn Campus of Lyndon Teachers College at 11 a.m. on Saturday, October 14. Your advice and counsel are urgently requested. Can and will you come?

Sincerely yours,



Ralph E. Flanders

P. S. Travel suggestions can be made to you later.

## General Statement on the Project to Establish Lyndon College

The sponsors of this project believe:

- (1) That liberal higher education has been distorted by pressures which have to some extent made the bachelor of arts degree a certificate of vocational preparation.
- (2) That in this process, the true character of a liberal arts education has to some extent been lost.
- (3) That there is a more pressing need for college-trained men and women with intellectual power than for those with marketable skills.
- (4) That there is need for institutions which give place to ultimate realities and through conscious concern with the essential virtues, make a determined effort to build character as well as intellect.
- (5) That many American campuses, through emphasis on material surroundings, are producing an unnecessarily costly education which tends to foster materialistic personal goals.
- (6) That a simpler, more conservatively educational content is crucially needed.
- (7) That such an education will have limited appeal, and is frankly aimed at producing graduates with leadership potential who do not disdain service as the avenue to success.
- (8) That the following are legitimate educational objectives:
  - (a) development of intellectual capacity, including sound, critical, and imaginative thinking, supported by a broad acquaintance with human knowledge
  - (b) development of values, convictions, and a personal philosophy
  - (c) development of a capacity for aesthetic enjoyment
  - (d) development of a sense of social responsibility
  - (e) comprehension of the spiritual element in life
  - (f) creation of a desire for continuing education, formal or otherwise, after graduation.
- (9) That Lyndon College should be coeducational and small in size (600-800).
- (10) That a lavish campus is to be avoided in favor of simple surroundings which encourage seriousness and intensity of study.

(11) That in the interest of the efficient use of student time, the students should live on campus, and should be permitted, through year-round operation, to complete the course for the degree in three years.

(12) That a rural campus best serves the college's aims, with the possible disadvantages of relative isolation offset by providing adequate library and cultural resources, prescribed periods of off-campus study, and a challenging faculty composed in considerable part of visiting instructors outstanding in their fields.

Lyndon College thus proposes a rigorous course of general studies leading to the B A degree, with specialization in a recognized area. It seeks to impart a sense of the unity of human knowledge and to require study in depth. It considers intensive readings in philosophy and religion to be of major importance. It proposes to turn out mature, creative, and disciplined minds which can analyze and solve problems and think in terms of fundamentals, and to inculcate in its graduates a sense of purpose and a willingness to place their developed talents at the disposal of society.

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